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Modern Approaches and Methods in Teaching English Language

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Abstract. Basically, Teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. with a number of educational options available before the present generation learners, the newer trends seem to have emerged in the field of education that have entirely changed the face of traditional system of education. Recent trends, methodologies and developments portray the vital role of education sector in general with its internalization of the education process, stress on quality above quantity, increase in the adoption of technologies, necessity for professional talent etc. The theories and methods are constantly evolving in the field of ELT also. This paper presents the famous trends in the ELT that have been used practically in recent times in the entire world with specific reference to the trends prevalent during the previous decades. The study of classical Latin and analysis of its grammar becomes the model from foreign languages in school and this methods and approaches, new trends to foreign language teaching become known as to communicative method.

Keywords. methods, approach, new devices, it, pedagogy, learning process, cooperative learning.

I. Introduction.

The innovation that the researcher talks in the paper certain both to methodology and materials used in language teaching. Moreover, this article brings out the subtle distinction between the scholarly perception of language as treated in research and pedagogy. The argument advances as the paper proceeds with trends of education with specific reference to the Indian scenario, methodologies adopted, the bygone methods, the peer practice, the present trend, new teaching design, new devices, the need for change, the ICT and English language. English language teaching has undergone tremendous changes over the years, especially the last ten years.

1. Task-based Approach

Traditional curriculum design and class planning revolved around the topics

considered useful for students. These meant students were to learn the grammar and vocabulary that educators thought students needed to know. Student input was minimal to say the least. What we learned from this is why it's imperative to build lesson plans around activities that all students can feel comfortable with and relate to. The task-based approach represents a significant paradigm shift since the focus on content has shifted to skills and competencies. So, planning and design aren't about what's taught, but why it's taught. This approach isolates individual skills and competencies in order to teach material students actually need to know to meet their goals and objectives. Sample tasks could be ordering in a restaurant, booking a hotel room, or perhaps more advanced tasks like critiquing a movie or voicing their opinions about politics. In this approach, the language taught revolves around the task itself, not the other way around. For this method to work, teachers must understand their students' needs and

expectations in order to design lessons that help their students succeed. Grammar, vocabulary and language skills are just the before adopting the task-based approach, educators must ask themselves, “Why are my students learning English?” Educators must then look at ways to help their learners achieve their personal and/or professional goals. Vehicles that enable students to achieve their final outcomes.

The answers to these questions will help create a program that’s relevant to your students. Do you want to teach English while traveling the world?

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2. Project-based Approach

Much like the task-based approach, the project-based approach is meant to address students’ real needs by adapting language to the skills and competencies they truly need personally and/or professionally. The application of this approach begins by determining the one, global objective that the individual or group of students have. For example, if you’re teaching a business English class, you should look at why students are in the class to begin with and plan accordingly. One time when working for a corporate client, I taught a room full of accountants who were all vying for promotions up for grabs in their company.

Naturally, I taught them differently than I would students interested in learning casual English conversations because of the nature of their jobs. They had to produce specific monthly reports in English for multiple departments in their office. So, we broke one sample report into sections and analyzed each segment. Each student prepared the sections as if they were the real thing.

In class, discussed the difficulties my students encountered, in addition to covering all the vocabulary and grammar needed to complete each section. Their final project was a finished report they could submit to their boss for approval, and

the criteria we used to create the report was based their company handbook. It But what if you have a class full of teenagers who don’t want to be in class to begin with? Start by doing a needs assessment, looking at what they’re interested in and what topics they really need to know was a lot of work, but we had fun with This assessment will lead to the design of one overarching project that will become the end result of the class, term or course. This project can be anything from an oral presentation to a large-scale production such as a class play. Whatever the case, the project must be comprised of individual tasks that lead students to the goals in the assessment. Think of the project as their final, comprehensive assessment. Whereas small tests or the completion of individual tasks are cumulative assessments. Just remember, your evaluation criteria must be clear so students know what they’re being graded on.

Oh, and one more thing. The project-based approach works best with a lot of relevant supplemental material like the resources found on Fluent. Fluent takes real-world videos—like music videos, movie trailers, news and inspiring talks—and turns them into personalized language learning lessons. By adding a mixture of entertaining videos, natural dialogues and relevant course content, you can revitalize your English lessons and give your students the learning material they need to succeed.

3. Lexical Syllabus

While the previous two approaches focus heavily on the skills and competencies that students need to develop, this approach focuses on what language students actually need to produce. In particular, the actual words that students need to understand in order to

conduct specific tasks. This approach is based upon the core language that students need to know given their needs. Again, professional students need very specific vocabulary pertaining to their field. For instance, “profit” is an essential term for business students, much the same way “scalpel” is to medical students. Moreover, any other language taught outside of this core language is meant to be supplementary and intended to enable students’ communication within their respective fields. Topics such as movies and hobbies may take a back seat to things like booking a hotel or describing work experience. Nevertheless, there are common skills in all fields, such as saying your name or providing personal information.

Since this approach focuses on content, tasks and homework assignments should focus on students’ true needs. Therefore, assessment should be based upon what students actually achieved. Examples of these assessments include writing an email for a job application or arranging a time for an interview.

This approach requires teachers to understand what students really need right away, focus on that, and then expand students’ horizons as their communication skills develop. The good news is that there’s quite a bit of research on this topic, leading to word lists teachers can focus on.

Since these lists can be quite long, it’s good to categorize them into sections like “weather and seasons” so lessons can focus on this specific vocabulary. For beginners, 10 words would make for a great lesson.

Activities can range from matching pictures and definitions to working with dialogues. An advanced twist could be to describe their favorite seasons, or even speculate about what they could do in the summer or winter. The sky truly is the limit.

4. Using Smartphones in the Classroom

Since just about everyone has some sort of internet access or data plan, banning

smartphones may end up being a lost opportunity to further enhance learning experiences.

Love them or hate them, smartphones are a part of modern life. Many teachers consider them to be a distraction since most students hates to part with them. Is there a common ground?

Smartphones provide many useful tools for students such as dictionary, translator and grammar reference apps. Much like computers, students need to understand that their phones aren’t for play or personal use, but to be used as learning tools.

A great dictionary/translator/grammar reference tool is WordReference.com mobile app, available on Apple’s App Store and the Google Play store. Aside from translations, Word Reference has a thesaurus, English dictionary and a forum where other users can comment on difficult words or expressions

Conclusion

Across the world, information technology is dramatically altering the way student; faculty and staff learn and work. As the demand for technology continues to rise, colleges and universities are moving all sorts of student services, from laundry monitoring to snack delivery online. Technology is also changing the classroom experience. In addition, tablet PCs, compact computer that allow you to write notes directly onto the screen with a special pen, replace the archaic projector. With the tablet technology allow professor to make notes on charts and spreadsheets and send them directly to their student’s PCs. The traditional method lays more emphasis on a teacher himself and is teacher centered. Repetitive practice, mechanical drills and memorization are the hallmarks of the traditional methods. Role of the teacher is to pertain to the long cherished traditional notion that pedagogic principles depend on how articulately a teacher teaches. It is imperative to understand the current trends



and evaluative methods of the ELT. The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

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